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ABSTRACT

This book offers approaches for teaching adult patrons how and where to find information in libraries and through information services. It includes 34 papers, organized in seven sections, expressing the views of faculty, adult students, and administrators as well as librarians on theories of educational psychology that explain how adults learn. The book provides suggestions from adult learners to help reference service personnel understand what these clients need to know about using new technologies and finding information. Section 1, Information Explosion, Technophobia, and Technostress, includes "Information Explosion: Continuing Implications for Reference Services to Adult Learners in Academia" (Ezzo and Perez); "Information Explosion and the Adult Learner" (Christian, Blumenthal, and Patterson); "Stress Relief: Help for the Technophobic Patron from the Reference Desk" (Harrison); "Overcoming Technostress in Reference Services to Adult Learners" (Quinn); "Technological Mediation: Reference and the Non-Traditional Student" (Grealy); and "Challenges Faced by Reference Librarians in Familiarizing Adult Students with the Computerized Library of Today: The Cuesta College Experience" (Bontenbal). Section 2, Understanding the Characteristics, Needs and Expectations of Adult Learners to Better Serve Them, includes "Envisioning the Mature Re-Entry Student: Constructing New Identities in the Traditional University Setting" (Given); "A Close Encounter Model for Reference Services to Adult Learners: The Value of Flexibility and Variance" (Baron and Strout-Dapaz); "Helping Adult Undergraduates Make the Best Use of Emerging Technologies" (Moslander); "Understanding the Characteristics, Concerns, and Priorities of Adult Learners To Enhance Library Services to Them" (Veal); and "After-Five Syndrome: Library Hours and Services for the Adult Learner" (Anne Fox). Section 3, Theories of Adult Learning: Implications for Reference and Instructional Services for the Adult Learner, contains "How Do We Learn? Contributions of Learning Theory to Reference Service and Library Instruction" (Roy and Novotny); "Andragogical

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Librarian" (Ingram); and "Adult Learning Theory and Reference Services" (Ghaphery). Section 4, From a Distance: Providing Reference and Instructional Services for the Adult Learner, includes "The Librarian as Bricoleur: Meeting the Needs of Distance Learners" (Jayne); "Interactive Reference at a Distance: A Corporate Model for Academic Libraries" (Ware, Howe, and Scalese); "Reference Provision in Adult Basic and Community Education" (Renshaw); "The University Library's Role in Planning a Successful Distance Learning Program" (Hufford); "Library Services to External Students from Australian Universities" (Middleton and Peacock); "Facilitating Adult Learning: The Role of the Academic Librarian" (Currie); and "Going the Distance (and Back Again)" (Gibson and Scales). Section 5, Reference, Instruction, and Information Literacy, includes "Reference Services to Police Officer Students at the School of Police Staff and Command, Traffic Institute, Northwestern University" (Ramachandran); "Library Instruction and Information Literacy for the Adult Learner" (Caravello); "Adult Students: Wandering the Web with a Purpose" (King-Blandford); "Breaking the Mold: Using Educational Pedagogy in Designing Library Instruction of Adult Learners" (Naomi Harrison); "Delphi Method in Web Site Selection" (Green). Section 6, Serving Diverse Populations: Disabled Patrons and International Students, contains "Reference Services for All: How To Support Reference Service to Clients with Disabilities" (Miller-Gatenby and Chittenden); "Strategies for Providing Effective Reference Services for International Adult Learners" (Kumar and Suresh); "Reference Services to the International Adult Learner" (Brown); "Reference Services: Meeting the Needs of International Adult Learners" (Chattoo); and "Reference Services and the International Adult Learner" (Liestman). Section 7, From the Horse's Mouth: Views from Faculty, Administrators, Librarians, and Students, includes "Faculty Expectations and the Adult Learner" (Mullins and Park); "Providing Quality Library Service to the Adult Learner: Views of Students, Faculty, and Administrators" (Simmonds); and "Towards an Integrative Literature Search: Reflections of a 'Wild' Adult Learner" (Fisher). Articles contain summaries, references, and key words; the book is indexed. (KC)

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